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AUTHOR Barak, Robert J.
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ABSTRACT

This brief guide is based on a recent survey of the field of higher education and is intended to provide a brief overview of graduate programs in the field for prospective students. This document includes sections on: degrees offered, programs offered, admissions requirements (grade-point average, tests, interviews, transcripts, letters of recommendation, application deadline), program requirements, credits required for graduation, and placement. The appendix contains a list of institutions offering higher education graduate programs. (Author/PG)

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Graduate Study Programs in the field of Higher Education: A Brief Guide for Prospective Students

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by
Robert J. Barak
State University of New York at Buffalo

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INTRODUCTION

"Institutions of higher education study just about every subject save themselves. It is unreasonable for the university to pride itself on its expertise in numerous other areas and be ready to accept its continued ignorance on many aspects of its own prime concern - education."

Assembly on University Goals and Governance, (January,1971).

Many colleges and universities have gradually evolved from a universal acceptance of the common sense notion that "administrators are born and not made" to a general recognition of the value of advanced study in the field of higher education. It has been said that " higher education like psychology has had a short history but a long past", (Burnett p.4). The first courses were probably those offered by G. Stanley Hall at Clark University in 1893 and a few years later by the university of Minnesota. Many early college administrators received their "formal training" in special summer workshops whose titles resemble current course offerings in the field. It was not until the 1920's that regular course work was offered to provide professional preparation in college administration,(Burnett p.4).

Today, some 53 programs are offered with a major concentration in the study of higher education and another 44 programs are offered with a minor concentration in the study of higher education,(Rogers p.1). In addition, a number of sub-specialties are offered in such areas as student personnel work, the community-junior college,college business management, college teaching and adult education. A variety of program philosophies and objectives provide additional options for prospective students. Some programs are intended to provide instruction for future "educational leaders", "top administrators","research scholars", "scholarly administrators","specialists", other programs are intended to provide the field with "generalists" and "competent teachers".

While opportunities for employment in the field appear to be limited, well qualified students have little difficulty locating an appropriate position,according to a recent survey. Opportunities for women and minority group members are good.

This brief guide is based on recent surveys of the field and is intended to provide a brief overview of graduate programs in the field for prospective students.. Persons interested in further information on graduate study in the field of higher education should write to one of the institutions listed in the appendix for further information.

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Programs Offered. The kinds of programs, and specializations offered within the programs vary considerably among the institutions. Generally speaking, however, there are three broad categories of programs in the study of higher education: administration, teaching and research (Burnett, 1972). Within these broad categories several sub-specialties may be distinguished including: student personnel work, community-junior college, adult-education, business affairs, and academic administration (Rogers, 1969).

Degrees Offered. A survey conducted in 1970 (Rogers) reported that 53 institutions offered a major concentration and 44 institutions offered a minor concentration in the study of higher education at the doctoral level (Ed.D., Ph.D., D.Ed.). Another survey conducted in 1973 (Barak) reported that 28 institutions offer courses in higher education at the masters level (M.A., M.Ed., M.S.) and 12 institutions offer educational specialist and advanced certificate programs.

Admissions Requirements. Generally the requirements for the Master's degrees, the educational specialist and the certificate programs are less stringent than the admission requirements for the doctoral degrees. There is also some tendency in a few programs to have stiffer requirements for the Ph.D. than the Ed.D. degree. Based on a recent study (Barak) the following are typical admission requirements:

> Grade-point average - A 2.5 (4.0 = A) cumulative average is usually required for the master's programs and a 3.0 to 3.5 (4.0 = A) for the doctoral programs.
>
> Tests - Out of fifty higher education programs that were surveyed, 24 programs require scores from the Miller Analogies Test (MAT) and 29 require all or part of the Graduate Record Exam (GRE). Some of the institutions have established minimally acceptable scores which range from 30 to 60 for the MAT and 900 to 1200 for the GRE. Other institutions either have no minimally acceptable scores or do not require the test scores. In most instances the test scores are merely one of a number of criteria used by the programs to assess applicants.
>
> Interviews - Approximately 19 programs require at least one interview as part of the selection process. Another 10 programs indicated that an interview was preferable while others leave it to the discretion of the applicant.
>
> Transcripts - All the programs require at least one set of transcripts from each institution previously attended by the applicant.

Letters of recommendation - Letters of recommendation were required by 37 programs and were optional with 3 others. The number of letters required range from 2 to 6 with an average of 3 for all institutions.

Application Deadline - All but 11 programs had fixed application deadlines usually 60 to 90 days prior to the student's first registration.

Other admission requirements - several additional requirements established by a few programs include: the STEP test, NTE test, autobiographies, and 2 to 3 years of previous field experience.

Program Requirements. Here again there was considerable variation in the various program requirements. Some of the more common requirements include: a foreign language (7 programs); a foreign language or research skill option (6 programs); internships for all doctoral students (6 programs); internships for all doctoral students with limited or no previous field experience (6 programs); residency period of one academic year (30 programs); residency period of more than one year (5 programs); residency of less than a year (3 programs); theses are required for half of the master's programs (14); and dissertations or their equivalent are required by all the doctoral programs; the major examinations required by the programs seem to be of three types, preliminary, comprehensive and a defense of the dissertation (usually oral); fourteen programs require preliminary and qualifying examinations, 29 require comprehensive exams and 7 indicated a required defense of the dissertation.

Credits Required for Graduation: Masters programs ranged from 30 to 45 (semester hours) and doctoral programs ranged from 70 to 105 (semester hours).

Placement. Job possibilities seem to be adequate in the sense that most graduates have been able to secure positions in the field although the positions may not have been their first choice. The survey (Barak) results indicate that 27 programs were able to place all of their graduates in positions in the field. The balance of the programs either were unable to place all of their graduates (5 programs) or did not respond to these items on the questionnaire. A closer look at these five institutions indicates a high number of student personnel graduates on the unemployed lists. There are also some indications that employment possibilities for those interested in teaching higher education are limited.

Sources

Barak, Robert J. A Survey of Graduate Programs in the Field of Higher Education. Buffalo: State Universityof New York, Department of Higher Education, 1973.

Burnnett, Collins. "Higher Education As A Specialized Field of Study: A Review and Interpretation of the Literature." Proceedings of the First Annual Meeting of the Association of Professors of Higher Education. Chicago, Ill.: March 5, 1972. pp. 1-21

Rogers, James F. Higher Education As a Field of Study at the Doctoral Level. Washington, D.C. American Association for Higher Education, February, 1969.

APPENDIX A

Institutions with Higher Education Programs*

ALABAMA

Auburn Univ.
Univ. of Alabama

ARIZONA

Arizona State U.
University of Arizona

CALIFORNIA

Claremont Grad. School
Stanford Univ.
Univ. of Cal. Berkeley
Univ. of Cal. Los Angeles
Univ. of Cal. Santa Barbara
Univ. of the Pacific

COLORADO

Colorado State Univ.
Univ. of Colorado
Univ. of Denver

CONNECTICUT

Univ. of Conn.

DISTRICT OF COLUMBIA

American Univ.
Catholic Univ. of America
George Washington Univ.

FLORIDA

Florida State Univ.
University of Florida
Miami Univ.
Florida Atlantic (teacher prep)

GEORGIA

Emory Univ.
University of Ga.

IDAHO

Univ. of Idaho

ILLINOIS

Illinois State Univ.
Loyola Univ.
No. Ill. Univ.
So. Ill. Univ. Edwardsville
So. Ill. Univ. Carbondale
Univ. of Ill. Urbana

INDIANA

Ball State Univ.
Ind. Univ.
Univ. of Notre Dame

IOWA

Univ. of Iowa
Ia. State Univ. of Sci. & Tech.

KANSAS

Univ. of Kansas

KENTUCKY

Univ. of Kentucky

LOUISIANA

La. State Univ.

MAINE

Univ. of Maine

MARYLAND

Univ. of Maryland
Johns Hopkins Univ.

MASSACHUSETTS

Boston Coll.
Univ. of Mass.

MICHIGAN

Michigan State Univ.
Univ. of Mich.
Wayne State Univ.
Western Mich.

MINNESOTA

Univ. of Minn.

MISSISSIPPI

Univ. of Miss.
Univ. of So. Miss.

MISSOURI

Univ. of Mo. Columbia
Univ. of Mo. K.C.
St. Louis Univ.

MONTANA

Montana State Univ.
Univ. of Mont.

NEBRASKA

Univ. of Neb. Omaha
Univ. of Neb. Lincoln

NEW MEXICO

Univ. of N.M.

NEW YORK

Cornell Univ.
Columbia Univ.
SUNY at Albany
SUNY at Buffalo
New York Univ.
Syracuse Univ.
Univ. of Rochester

APPENDIX A (con't.)

NORTH CAROLINA

Appalachian State Univ.
Duke Univ.
Univ. of N.C. Chapel Hill

NORTH DAKOTA

Univ. of N. Dakota

OHIO

Bowling Green St. Univ.
Miami Univ.
Ohio St. Univ.
Ohio Univ.
Univ. of Toledo
Case Western Reserve

OKLAHOMA

Okla. St. Univ.
Univ. of Okla.

OREGON

Ore. St. Univ.
Univ. of Ore.

PENNSYLVANIA

Penn. St. Univ.
Lehigh Univ.
Univ. of Pitts.
Univ. of Penna.

RHODE ISLAND

Univ. of R.I.

TENNESSEE

Univ. of Tenn.
Geo. Peabody Coll.
Memphis State Univ.
Middle Tenn. State Univ.

TEXAS

Baylor Univ.
No. Texas St. Univ.
Texas A & M Univ.
Texas Tech. Univ.
Univ. of Houston
Univ. of Texas at Austin

UTAH

Univ. of Utah
Utah State Univ.

VIRGINIA

Univ. of Va.

WASHINGTON

Univ. of Wash.
Wash. State Univ.

WEST VIRGINIA

West Va. Univ.

WISCONSIN

Marquette Univ.
Univ. of Wisc. at Madison

WYOMING

Univ. of Wyoming

* Based on the respondents to the Barak and Rogers Surveys.